



# Churchfields Infants' School: Year One Curriculum Information

## Spring Term 1: 'Emotions'



Outlined below is a summary of the skills children will work on during their half term in Year One, along with some activities children will complete, key vocabulary that will be taught and ideas of how you can help to develop this learning at home. Information about learning, teaching and children's development in English and Maths can be found in separate documents.

Subject	Skills	Activities	Key Vocabulary	How can you help at home?
<b>Art and Design</b>	Refer to separate medium term planning for this subject (as adapted from Kapow scheme of learning)			
<b>Computing</b>	<p style="text-align: center;"><b>We Are Digital Artists</b></p> <ul style="list-style-type: none"> <li>-Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>-Recognise common uses of technology beyond school</li> <li>-Select and set brushes and colours</li> <li>-Creating artwork in a range of styles using tablets</li> <li>-Using the undo function if they make mistakes, and to encourage experimentation</li> <li>-Use multiple layers in their art</li> <li>-Transform layers</li> <li>-Paint on top of photographs</li> </ul> <p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>-How to stay safe when using technology</li> <li>-Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>-Recognise common uses of technology beyond school</li> </ul>	<p style="text-align: center;"><b>We Are Digital Artists</b></p> <ul style="list-style-type: none"> <li>-Creating colour blocks in the style of the artist Rothko</li> <li>-Selecting brushes and choosing colours to create patterns and shapes in the style of Kandinsky's Colour Study, Squares with Concentric Circles (1913)</li> <li>-Selecting and set brushes to create a simple drawing in the style of Picasso's Dove of Peace</li> <li>-Creating and transforming multiple layers in the style of Matisse's The Snail</li> <li>-Creating a painting as a layer above a photo, in the style of Julian Opie</li> <li>-Learning to draw grid paintings in the style of Mondrian</li> </ul> <p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>-Using a Chromebook</li> <li>-Accessing a given programme on the Chromebooks</li> <li>-Using simple commands such as open, close, save to navigate around and use programmes</li> </ul>	<ul style="list-style-type: none"> <li>computing</li> <li>technology</li> <li>tablet</li> <li>keyboard</li> <li>log on</li> <li>log off</li> <li>username</li> <li>password</li>   <li>online</li> <li>safe</li> <li>trusted adults</li> <li>privacy</li>   <li>analogue</li> <li>bitmap</li> <li>digital</li> <li>effect</li> <li>layer</li> <li>pixel</li> <li>stylus</li> <li>transform</li> <li>undo</li> <li>zoom</li> </ul>	<ul style="list-style-type: none"> <li>-Continue to reiterate messages delivered at school around internet safety and rules to follow so that children can ensure they are safe online. Consider use of filters and parental controls if you don't already to minimise risk when your child uses technology and continue to ensure they are never unsupervised when using devices</li> <li>-Explore Artworks discussed in the Skills column – can you find out what they look like? Can your child tell you how they created something similar in their Computing session at school?</li> <li>-Consider downloading or using a simple paint program with your child – ensure they are supervised and encourage them to explore the controls and what each different 'button' does. Experimenting with these will help to further develop their skills, and will build their confidence in using technology safely (they just need to know how to undo errors!) This simple online program may be a start <a href="http://JIT5(j2e.com)">JIT5 (j2e.com)</a></li> <li>-Can your child fill a background in? Can they draw lines and shapes of different colours? Can they undo mistakes if they need to?</li> </ul>
<b>Design and Technology</b>	<p style="text-align: center;"><b>Textiles</b></p> <ul style="list-style-type: none"> <li>-Explain what a product is for and how it will work (purpose)</li> <li>-Develop design criteria relevant to a brief</li> </ul>	<ul style="list-style-type: none"> <li>-Skills sessions on tying knots, threading needles, the basic 'up and down' motion of sewing</li> </ul>	<ul style="list-style-type: none"> <li>textiles</li> <li>templates</li> <li>joining</li> <li>techniques</li> <li>characteristics/ properties</li> <li>marking out</li> </ul>	<ul style="list-style-type: none"> <li>-Work with your child to help them to tie basic knots (<a href="https://www.animatedknots.com/basic-knots">https://www.animatedknots.com/basic-knots</a>)</li> </ul>

	<ul style="list-style-type: none"> <li>-Explore and evaluate existing products</li> <li>-Use pictures/drawings and words to plan; communicate ideas</li> <li>-Select tools/equipment to cut, shape, join, finish and explain choices</li> <li>-Thread a needle</li> <li>-Develop the basic 'up and down' motion of sewing</li> <li>-Evaluate product against design criteria</li> </ul> <p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>-<i>Understanding the stages of designing, making and evaluating</i></li> <li>-<i>Selecting suitable tools/equipment</i></li> </ul>	<ul style="list-style-type: none"> <li>-Design, make and evaluate a new waterproof bag for the Tear Thief (CC English text/unit)</li> </ul> <p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>-<i>Tying knots</i></li> </ul>	<ul style="list-style-type: none"> <li>cutting</li> <li>finishing</li> <li>needle</li> <li>thread</li> <li>sewing</li> </ul>	<ul style="list-style-type: none"> <li>-Explore different fabric items at home</li> <li>*What is the item?</li> <li>*What material is it made from?</li> <li>*How are the pieces of fabric joined?</li> <li>-Have a go at threading a needle and using simple stitching together</li> </ul>
<b>Geography</b>	<p><b>Our Local Area</b></p> <ul style="list-style-type: none"> <li>- name, locate and identify characteristics of the four countries of the United Kingdom</li> <li>- use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>*key physical features,</li> <li>*key human features</li> </ul> </li> <li>in the local area</li> <li>- use world maps, atlases and globes to identify the United Kingdom and its countries</li> <li>- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map, and use and construct basic symbols in a key</li> </ul> <p>The following are taught throughout the year:</p> <ul style="list-style-type: none"> <li>- identify seasonal and daily weather patterns in the United Kingdom</li> <li>- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map</li> </ul> <p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>- <i>the difference between human and physical features</i></li> <li>- <i>using aerial maps and plans</i></li> </ul>	<p><b>Our Local Area</b></p> <ul style="list-style-type: none"> <li>- using aerial maps to identify human and physical features of the local area</li> <li>- local Geography trail to look for human and physical features</li> <li>- devise a class map of their Geography trail</li> <li>- naming and locating where we live in relation to the UK and it's countries (use maps ad atlases as well as online maps)</li> <li>- create another week's weather chart and compare to the last one. How has this changed and why?</li> </ul>	<ul style="list-style-type: none"> <li>aerial</li> <li>human</li> <li>physical</li> <li>feature</li> <li>flats</li> <li>houses</li> <li>home</li> <li>school</li> <li>road</li> <li>safety</li> <li>shops</li> <li>street</li> <li>synagogue</li> <li>forest</li> <li>park</li> <li>road</li> <li>shop</li> <li>bridge</li> <li>landmark</li> <li>key</li> <li>symbols</li> <li>seasonal</li> <li>Spring</li> <li>Summer</li> <li>Autumn</li> <li>Winter</li> <li>weather</li> <li>United Kingdom</li> <li>England</li> <li>Wales</li> </ul>	<ul style="list-style-type: none"> <li>- can you use Google Maps (under supervision) (<a href="https://www.google.com/maps">https://www.google.com/maps</a>) to follow your journey to and from school?</li> <li>- go on your own local Geography trail! Can you create a map of the local area, including key features such as the school. Can you use symbols in a key?</li> <li>- explore a different area of the UK if you visit anywhere else (or another country). Can you discuss how these places are similar to and different from each other?</li> <li>- can you name all the countries in the UK and can you show an adult where they are on a map?</li> <li>-</li> </ul>

			Scotland Republic of Ireland	
			London South Woodford	
<b>History</b>	N/A	N/A	N/A	N/A
<b>Music</b>	<p><b>In The Groove</b></p> <p>-Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>-Play tuned and untuned instruments musically</p> <p>-Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>-Experiment with sounds using the interrelated dimensions of music (<b>pitch</b>, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations)</p> <p>-Learn about voices and how to change the pitch of our voices and when playing tuned instruments</p> <p>-Learn the names and pattern of the notes in a simple instrumental accompaniment to a piece of music</p> <p>-Begin to play a simple accompaniment on a tuned instrument (using one or two notes)</p> <p><b>Revision:</b></p> <p><i>-Treat instruments carefully and with respect</i></p> <p><i>- learn the names of the instruments they are playing</i></p> <p><i>- learn the meaning of the term composition</i></p>	<p><b>In The Groove</b></p> <p><u>Listen and Appraise</u></p> <p>-Listening to high-quality music and discussing in more depth, using what they have learnt so far</p> <p><u>Building Musical Knowledge</u></p> <p>-Experimenting with high and low sounds, using voices and tuned instruments</p> <p><u>Singing</u></p> <p>-Listening to and following instructions from a musical leader about when to start and stop singing</p> <p><u>Playing</u></p> <p>-Playing tuned instruments with increased control, moving between a small number of notes</p> <p>-Listening to and following instructions from a musical leader about when to start and stop playing</p> <p><u>Improvisation</u></p> <p>-Improvising simply using an instrument (tuned or untuned)</p> <p><u>Composition</u></p> <p>-Creating melodies using tuned instruments showing some awareness of which types of sounds they are using</p> <p><u>Performance</u></p> <p>-Following instructions from a musical leader</p> <p>-Perform a simple accompaniment using instruments</p> <p><b>Revision:</b></p> <p><i>-Experimenting with long and short sounds</i></p> <p><i>-Showing stronger control over their voice when singing with other children</i></p>	<p>Blues</p> <p>Baroque</p> <p>Latin</p> <p>Irish Folk</p> <p>pulse</p> <p>rhythm</p> <p>pitch</p> <p>compose</p> <p>improvise</p> <p>perform</p> <p>groove</p> <p>names of instruments (tuned and untuned)</p>	<p>-These are some of the pieces of music children will listen to and appraise as part of this unit:</p> <ul style="list-style-type: none"> <li>• How Blue Can You Get by B.B. King</li> <li>• Let The Bright Seraphim by Handel</li> <li>• Livin' La Vida Loca by Ricky Martin</li> <li>• Jai Ho by J.R. Rahman</li> <li>• Lord Of The Dance by Ronan Hardiman</li> <li>• Diggin' On James Brown by Tower Of Power</li> </ul> <p>You may like to listen to these pieces at home and discuss them with your child. Do they like them? What types of instruments can they hear? What about any voices? Are they male or female or both? A soloist or a group? What is the structure of the music (comment on verse/chorus/instrumental sections)?</p> <p>- explore pitch at home. There are so many ways you could do this, for example using your voices, any instruments you have at home, filling glasses or tubes with different amounts of water to create your very own water xylophone...use your imagination!</p> <p>-Share some music you enjoyed or enjoyed in the past with your child – what do they think?</p> <p>-Encourage your child to experiment with instruments you may have at home (either untuned or tuned instruments)! If you don't have any, maybe you could make your own or improvise with items you have indoors that you could play (think pots and pans in your kitchen as a starting point!)</p>

		<p>-Perform a song with more confidence, showing control over their choice of piece</p> <p>-Creating melodies using voice, showing some awareness of which types of sounds they are using</p>		<p>-Take any opportunities you can for your child to listen to live music! This could be a band at a party or wedding, a small group performing a concert, the orchestra at a theatre or a larger performance by a whole orchestra! You can't replicate the feeling of listening to music live!</p>
<b>PE</b>	Refer to separate medium term planning for this subject			
<b>RE</b>	Refer to Redbridge Agreed Syllabus documentation for this subject			
<b>RSHE</b>	<p>-Know how to be a good friend</p> <p>-Know why and how to ask for help if experiencing difficulties maintaining friendships</p> <p>-Know how to build new friendships in safe settings</p> <p>-Know how to make others feel welcome and not excluded</p> <p>-Identify boundaries of play for different children</p> <p>-Understand what personal space is and why it is important</p> <p><b>Revision:</b></p> <p>- know how to show kindness and how it can affect ourselves and others</p> <p>- continuing to discuss ways in which to protect our health by keeping our hands and teeth clean</p> <p>- naming our own emotions and understanding how and why these may have an impact on our behaviour, and the behaviour of others</p>	<p>-Range of discussion, responding to scenarios and engaging with stories and videos related to topics covered</p> <p><b>Revision:</b></p> <p>- using emotions by name to explain how we are feeling and/or to explain our actions, whether positive or more negative</p> <p>- reminding children about trusted adults</p> <p>- consistent reminders (all year) about staying safe, including staying safe online (linked with Computing curriculum)</p>	<p>friend</p> <p>kind</p> <p>helpful</p> <p>help</p> <p>asking</p> <p>challenge</p> <p>argument</p> <p>'falling out'</p> <p>upset</p> <p>unhappiness</p> <p>relationship/friendship</p> <p>safe</p> <p>build/begin/start</p> <p>courage/bravery</p> <p>welcome</p> <p>included</p> <p>excluded</p> <p>play</p> <p>differences</p> <p>similarities</p> <p>boundary</p> <p>rules</p> <p>accepted</p>	<p>-Discuss the qualities of your own friends and the behaviours you both show towards each other to be good friends. Can your child do the same?</p> <p>-Reinforce messages around who to ask for help if they feel lonely, like they can't make friends or if they are having problems in their friendships for some reason</p> <p>-Please do speak to staff if you have concerns around friendships as we can all work together to support your child</p> <p>-Reinforce rules around play and how these can be different for some children (if your child has a sibling/siblings, they may be more able to see the differences in the way different children play)</p> <p>-Model behaviour around personal space, and discuss times when this is less important (e.g. when you want to give your Mum or Dad a big hug!)</p>
<b>Science</b>	<p><b>Seasonal Changes (x2)</b></p> <p>-Understanding and explaining shadows</p> <p><b>Revision:</b></p> <p>-Weather types (with a focus on rain)</p> <p><b>Everyday Materials (x4)</b></p> <p>-This unit builds on the earlier work carried out in Autumn 2, enabling</p>	<p>-Drawing shadows (outside with chalk through different points in the day) or creating shadow frames</p> <p>-“What would happen if it never rained?” – raincloud investigation</p> <p><b>Link texts:</b></p> <p>As per Autumn 1</p> <p>-Testing materials for transparency (torch)</p> <p>-Testing the absorbency of different materials (floating flowers)</p>	<p>As per Autumn 1</p> <p>As per Autumn 1</p>	<p>-You could create shadow puppets to put on a shadow puppet show together; this might be linked to your favourite storybook</p>

	<p>children to draw on previous learning and apply this through a range of relevant investigations</p> <p><i>Revision:</i></p> <ul style="list-style-type: none"> <li>-<i>Identifying and naming a variety of everyday materials</i></li> <li>-<i>Describing properties of materials</i></li> <li>-<i>Distinguish between an object and the material from which it is made</i></li> </ul> <p>-<i>Testing and selecting materials for a given purpose/criteria</i></p>	<p>-Testing waterproof materials (mending a torn umbrella or creating a waterproof jacket)</p> <p>-“How does ice change as it melts?” investigation (play figures frozen in ice with an investigation to release them, or recording the changes as ice melts)</p> <p><u>Link texts:</u> As per Autumn 1</p>		<p>-You could read the story of ‘The Three Little Pigs’; discuss the materials which the houses were made from (and their properties). Can you design and create a new home for them? Perhaps you could use a hairdryer to test that it would withstand the wolf’s puff!</p>
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